

Unit 5/Lesson 25

Day 1

Introduce the story, *Mountains: Surviving on Mt. Everest*. Read story with students, stopping along the way to answer questions. Help students continue to make connections between concepts learned over the past couple of weeks and some of the threats that face Mt. Everest.

Assessment/Evaluation

Revisit http://www.youtube.com/watch?v=z-64sBtY_wA

Discuss the idea of a PSA (Public Service Announcement). Have students work in groups to make a PSA about Mt. Everest and why it is important to clean the mountain.

A public service announcement (PSA) can be a very effective and inexpensive tool for informing a community about an up-coming event or important issue.

Day 2

Read *The Big Clean Up* from Journeys lesson 25. Read first as a class, and then have students work in groups to read the story as a play. Stop periodically to ask questions. Use CLLG page 89 to help guide questioning.

Assessment/Evaluation

Have students continue to work on PSA about Mt. Everest. Suggest that students use a play format for their PSA.

Day 3

Use the following lesson plan to continue developing the idea of philanthropy and common good.

<http://learningtogive.org/lessons/unit449/lesson1.html>

Tell the children to close their eyes and think about the birds as well as the other animals which live outdoors in Arkansas. Think about animals that live around Mr. Everest and in Hawaii. Ask: How do they get their food? Where do they live? What is their shelter in different kinds of weather? What happens to the animals when winter comes? Discuss how people meet their basic needs for food and shelter.

Develop a T-chart with the headings: Community Needs/Solutions.

Ask: What happens when people have needs but don't have the resources to fill those needs? How do people take care of the needs of others?

Allow time for the students to give suggestions of some of the community needs that they can think of and suggestions of how those needs might be met.

Record these suggestions on the T-Chart.

Day 4

Use the story “A Rubbish Mood from Judy Moody Saves the World by Megan McDonald (Lesson 16 T 28-T36/Student pp. 15-28) and/or read aloud one of the suggested stories, or a story from the annotated bibliography included in the attached lesson plan, or use the following links for stories:

http://www.youtube.com/watch?v=fimOE5_Tm2w

- *Stone Soup*

Ask students to provide examples or details from the story that relate to caring for others or sharing with others.

Discuss the definition of the term common good. Guide them to the understanding that common good involves individual citizens having the commitment and motivation to promote the welfare of the community.

Review the story chosen and lead students to determine if the actions from the story were for the common good. How did the action(s) serve the community?

Ask the students to brainstorm what they might do to meet the needs in their own community. Use this list to come to a consensus on a student-led service project. **Begin planning a community or school project for improving the environment. This will continue into next week's lesson.** Relate this to Earth Day on April 22.

Assessment/Evaluation

Relate the story “A Rubbish Mood from Judy Moody Saves the World (Journeys Lesson 16) to the common good of the community. Describe how Judy Moody demonstrated this.

Or

Write a fictional narrative of how you would save the world from an environmental problem.

Day 5

Students learn about a great patch of garbage, mostly plastic and twice as big as Texas that is in the middle of the Pacific Ocean. They learn the effects of plastic garbage on the environment, including the lives of animals.

Use the following lesson plan to guide instruction:

<http://learningtogive.org/lessons/unit366/lesson2.html>

In this segment of the lesson, the students take action by determining ways to reduce their own use of plastic bags and by advocating for ways to reduce the use of plastic bags in their own households, the community, state, and nation. To take further action, the students propose ways to influence government officials to change laws so plastic bags are banned, taxed, or not given out for free. Together as a class, write a proposal for a legislature from Arkansas for a law that would help reduce the use of plastic bags.

Use the following lesson plan to guide instruction:

<http://learningtogive.org/lessons/unit366/lesson3.html>

Assessment/Evaluation

Have students write a persuasive speech about the importance of recycling plastic or reducing consumption of onetime-use products (such as plastic plates and cups).

OR

Students could also do a poster that is designed to persuade others of the importance of recycling plastics or reducing consumption of onetime-use products (such as plastic plates and cups).